

DIRECTORATE CHILDREN AND YOUNG PEOPLE'S SERVICE
Riverside Community Primary School, Tadcaster

PERSON SPECIFICATION

JOB TITLE: Assistant Headteacher: Maths Leader, SMSC Leader

GRADE: Leadership 5-7

| CRITERIA | ESSENTIAL | DESIRABLE | ASSESSMENT |
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| Qualifications and Training | QTS or teaching certificate | Degree | Application form and documentary evidence |
| Experience | <ul style="list-style-type: none"> Recent and substantial experience teaching relevant age groups Experience of planning and delivering curriculum at KS2 (and KS1) Substantial experience of leadership and management, whether curriculum or other whole school areas Evidence of substantial and successful work toward school improvement Evidence of leadership and management work within maths – making a significant contribution to maths provision and development Ability and experience implementing policies and practice for school development Experience of developing SMSC aspects through a variety of curricular and extra-curricular approaches | <ul style="list-style-type: none"> Experience of teaching in more than one school Experience of teaching in more than one key stage To have worked as maths subject leader | <p>Application/references</p> <p>Application/references/task</p> <p>Task/references</p> <p>Task/references</p> <p>Interview/Task/Application</p> <p>Interview/Task</p> <p>Application/interview</p> |

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| Skills & Knowledge | <ul style="list-style-type: none"> • Thorough knowledge & understanding of all relevant aspects of national curriculum in relation to the post • Ability to teach a wide range of subjects • To be able to use a variety of teaching styles and ICT effectively • Up to date knowledge of best practise • Understands and is familiar with types of provision and appropriate teaching and learning strategies • Evidence of training within maths and general teaching and learning; commitment to ongoing professional development • To demonstrate an understanding of all cultural and social diversity and its impact on teaching and learning • The ability to monitor pupil progress, use results to inform planning and foster high expectations for pupil achievement • The ability to evaluate intervention plans to address underachievement | <ul style="list-style-type: none"> • Knowledge and understanding of national curriculum and assessment frameworks • Ability to contribute to school level curricular developments • Evidence of leading training with others including coaching and mentoring | <p>Application form/letter of application and interview</p> <p>References</p> <p>Interview/Task</p> <p>Interview/Task</p> <p>Application/references</p> <p>Interview</p> <p>Interview/Task/Application</p> <p>Interview/Task</p> |
| Personal Qualities | <ul style="list-style-type: none"> • Ability to relate to and build relationships with pupils, parents, staff and other members of school community • Enthusiasm and commitment to the mission statement and aims of the school; ability to communicate a deep commitment to inclusion | <p>Willingness to participate fully in school activities</p> | <p>Interview, application form, references</p> |

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| | <p>which motivates others</p> <ul style="list-style-type: none">• To be able to think and act strategically, identifying opportunities for future developments and improvements• Good communication skills:<ul style="list-style-type: none">• Written and oral• Presentational and ICT• Clear and effective in meetings and 1:1 discussions• Skilled in conflict resolution• Have flexibility, sensitivity and tact• Respond effectively to day-to-day challenges; ability to work under pressure• Be enthusiastic and determined | | |
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